DOCUMENT RESUME

ED 052 919 RE 003 815

AUTHOR	Kies, Daniel A.
TITLE	Curriculum Changes in the Preparation of Reading Teachers. Final Report.
INSTITUTION	Wisconsin State Univ., Whitewater.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-2728-27
PUB DATE	Jul 70
GRANT	OEG-3-6-062728-2129
NOTE	6p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Beginning Reading, Elementary School Teachers, Followup Studies, Language Arts, *Preservice Education, Questionnaires, *Reading Instruction, Reading Programs, Reading Research, Student Teaching, *Surveys, *Teacher Education, *Teacher Education Curriculum, Teachers Colleges

ABSTRACT

A summary of the findings of a survey which studied changes in the preparation of reading teachers as a result of the recommendations made in Austin's "The Torchlighters" is presented. The Austin questionnaire was used with added items to assess new areas of interest. Data from the final sample of 365 institutions were analyzed using chi square and Spearman rank-order correlation. It was found (1) that universities offer reading courses separate from other language arts, (2) that more time is allotted to reading than previously, (3) that more secondary reading courses are offered now, (4) that ideas regarding initial reading instruction have changed in the direction of the Austin recommendations, and (5) that student teaching experience is more often done without concurrent course work and requires some tutoring experience more often than was done at the time of the earlier study. Recommendations are made on the basis of the survey results. More complete information will be available in a forthcoming final report. (MS)

ED052919

27
WSU-CORD

BR 627 28-27
RE

The Wisconsin State Universities Consortium of Research Development

Research Report

CURRICULUM CHANGES IN THE PREPARATION OF READING TEACHERS

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Daniel A. Kiefer
Wisconsin State University-Whitewater
Whiterwater, Wisconsin

Cooperative Research

Wisconsin State Universities
and the
United States Office of Education
Bureau of Research - Higher Education

Office of the Director WSU-CORD
240 Main Building
Wisconsin State University
Stevens Point, Wisconsin 54481

RE003 815

ED052919

FINAL REPORT

CORD Project

Project No. 760-541-70-1007-06
Grant No. 3-6-062728-2129
Local Project No. 27

CURRICULUM CHANGES IN THE PREPARATION OF READING TEACHERS

Daniel A. Kies

Wisconsin State University-Whitewater

Whitewater, Wisconsin

July, 1970

U.S. DEPARTMENT

HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Research

FINAL REPORT

CORD Project

CURRICULUM CHANGES IN THE PREPARATION OF READING TEACHERS

Daniel A. Kies

Wisconsin State University-Whitewater

Whitewater, Wisconsin

July, 1970

The research reported herein was performed pursuant to a Wisconsin CORD grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF

HEALTH, EDUCATION AND WELFARE

Office of Education

Bureau of Research

ABSTRACT

The purpose of this study was to ascertain whether there has been a significant change in university and college preparation of teachers of reading in the nine years which have elapsed since the Austin study, The Torchlighters. The following hypothesis was proposed: There has been no statistically significant change in the preparation of teachers of reading in the past nine years.

The questionnaire from the Austin study was used as a base for the current research. Additional questionnaire items were developed to assess areas of interest which have emerged since the Austin research was published. The questionnaire contained questions regarding Offerings in Reading, Content of Reading Courses, Faculty Opinion Concerning Issues in Reading, and Practices in Teacher Education Related to Reading.

The questionnaire was distributed to 530 randomly selected institutions of higher education throughout the United States. A final N of 365 institutions provided the questionnaires that contributed the data for the study. The nonparametric statistics of chi square, Spearman rank order correlation coefficient, and testing difference between proportions were used to analyze the data with the level of significance set at .05. Frequency distributions were established to report data not analyzed through nonparametric statistical procedures.

The major findings of the study were:

1. More universities and colleges are offering reading as a separate course than as an integrated (with other language arts) course. ($p < .001$)
2. Universities and colleges which offer reading as a part of an

integrated (with other language arts) course are devoting more time to the teaching of reading than they were nine years ago. ($p < .001$)

3. More universities and colleges are offering and requiring a secondary reading course today than they were nine years ago. ($p < .001$)
4. More professors of reading now believe that:
   a. the beginning reading vocabulary should be loosely controlled and come from a variety of sources; ($p < .001$)
   b. the basal reading text is only one of a variety of tools for beginning reading instruction; ($p < .001$)
   c. the forms and letters of the alphabet should be taught before the child has learned a sight vocabulary; ($p < .001$)
   d. the approach used in teaching beginning reading should be varied from school to school depending upon factors such as pupil socio-economic level, intelligence, and teacher competency; ($p < .001$)
   e. the use of phonetic analysis in isolation and in conjunction with other word recognition techniques as a means of word identification is more important than it was nine years ago. ($p < .001$)
5. More universities and colleges are requiring student teaching without concurrent course work than with concurrent course work. ($p < .01$)
6. Undergraduates majoring in elementary education in institutions of higher learning observe more days of teaching than they were required to observe nine years ago. ($p < .01$)

7. More universities and colleges are requiring undergraduates majoring in elementary education to tutor children as a part of undergraduate education than were requiring tutoring experiences nine years ago. ($p < .01$)

Implementation of the research design suggests that further studies regarding changes in the professional education of reading teachers should develop a new survey instrument.

The findings of this study suggest several recommendations which relate to teacher education.

First of all, institutions of higher learning might give consideration to broadening their offerings in reading at the undergraduate level.

It is further recommended that professors of reading could make more extensive use of advances in modern technology in their course presentations.

Thirdly, universities and colleges should consider offering to undergraduates majoring in elementary education a course in classroom reading diagnosis.

Also, institutions of higher learning should offer a course in secondary reading to all undergraduates majoring in secondary education.

Lastly, the emphasis on content reading skills should be strengthened in the elementary methods courses of mathematics, social studies, and science.

The final report will be submitted in full at a later date.